

March 22, 2011

Federal Communications Commission
Office of the Secretary
445 12th Street SW
Washington, DC 20554

Re: CC Docket No. 02-6

Dear Federal Communications Commission:

Please find the enclosed Petition for Waiver and Request for Review filed on behalf of Pickett-Center School District 20.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Jane Kellogg", with a large, stylized loop at the beginning and a long, sweeping underline.

Jane Kellogg, Consultant
jkelllogg@kelloggllc.com

Enclosures



1101 Stadium Drive, Ada , OK 74820 · office: 580.332.1444 · fax: 580.332.2532 · email: jkellogg@kelloggllc.com

Before the
FEDERAL COMMUNICATIONS COMMISSION
Washington, D.C. 20554

In the Matter of

Request for Review of Appeal Denial
Form 471 Application Number: 527126
Funding Request Number: 1467054

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CC Docket No. 02-6

PETITION FOR WAIVER

March 22, 2011

Picket-Center School Dist 20

Jane Kellogg
Deborah Sovereign

Kellogg & Sovereign Consulting, LLC
1101 Stadium Drive
Ada, OK 74820
(580) 332-1444
(580) 332-2532 (facsimile)
Email: jkellogg@kelloggllc.com

KELLOGG & SOVEREIGN® CONSULTING, LLC

Contact Name:

Jane Kellogg, Consultant
1101 Stadium Drive
Ada, OK 74820
Phone: 580.332.1444, Fax: 580.332.2532
Email: jk Kellogg@kelloggllc.com

Applicant:

Pickett-Center School Dist 20
Form 471 Application Number: 527126
Funding Request Number: 1467054
Funding Year 2006: 07/01/2006 - 06/30/2007
Billed Entity Number: 140337

Dear Appeals Processor:

We are appealing the Notification of Improperly Disbursed Funds decision according to the "Notification of Improperly Disbursed Funds Recovery Letter" dated December 22, 2010 and subsequent denial by the Universal Service Administrative Company on March 14, 2011. (See Attachment A)

PART I:**Funds Recovery Decision - \$18,900.00**

Explanation: "It was determined that the technology plan for this entity, covering the relevant funding year, was not approved at the time of submission of the Form 486."

BEN	FY	471	FRN	SPIN	SP	FCDL	STATUS	FUNDED
140337	2006	527126	1467054	143020615	Burris Com Inc.	10/3/2006	FUNDED	\$18,900.00

In 2005 when this application was created, the Superintendent was Ms. Patsy West. By August of 2010 when Maurico Castro with USAC notified the district of this problem, Ms. West had retired and the new superintendent, Mr. Danny Pittman was totally unaware of a problem with the earlier Technology Plan.

As he began looking for Technology Plan documents, he was able to find Technology Plans covering the year in question that met all E-rate criteria but was unable to locate a copy of an approval letter. In fact, an updated Technology Plan was found that covered each year beginning with 2004-2005 and continuing to present.

According to the previous superintendent which Mr. Pittman contacted, they had submitted the plan to the Oklahoma State Department of Education which is the Oklahoma E-rate Technology Plan Approver agency but had not monitored the receipt of Approval letters. Since the school had done their part regarding the preparation and annual updating of their plan they believed they had met all requirements set out in the E-rate guidelines for acceptable Technology Plans.

It is important to note that Pickett-Center is the site of just one school building sitting beside State Highway 19 (See Picture below), that serves 106 students in grades PreK – 8th grade. The Superintendent and his secretary are the only administrative personnel. The remainder of the staff are teachers.



In 2006 the number of students being served was 117. The actual low income rate at that time was 86.32%. Today, the actual low income rate is 85.85%. In both instances well over the required 75% to receive 90% E-rate discounts.

This high number of low income students require virtually one-on-one support to make adequate yearly progress toward the educational goals of the district, and state requirements. Since Pickett-Center is a very small school district with few staff members and a commitment to educate all students to their maximum potential, the focus is on face time with the students, not tracking every possible piece of paper that should have been received.

It is obvious from the fact that they have updated their Technology Plan every year that they consider the Technology Plan important. The lack of an approval letter does not negate this commitment to have and use a Technology Plan as a key part of Technology planning which is the rationale for requiring that not only should schools have a plan in the first place but that they actually use the plan as a part of E-rate planning.

Another factor that has to be considered is the fact that the State of Oklahoma has 539 school districts and one person at the Oklahoma State Department of Education responsible for approving E-rate Technology Plans as a part of his normal job as Director of Instructional Technology and Media.

This person provides training for technology and media development while supporting every one of the 539 school districts which is more than a full-time job. The role of E-rate Coordinator and Technology Plan Approver has been added to this department with no outside funding for support. Consequently, whether a school has a Technology Plan on file or not is not monitored. It is up to the school or library themselves to self monitor including keeping track of the receipt of the Technology Plan approval letter.

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From the beginning of the E-rate program, we worked with some schools to help them with the Technology Planning process but not all of them. When we started reading about schools having to reimburse funds to USAC because they didn't have a current Technology Plan that had been approved we knew we had to start monitoring our client applicants.

In 2001-2002 our company took on this task as a part of our E-rate Management Process. The first few years, multiple staff members worked with the schools and libraries to prepare Technology Plans on their behalf until we developed the online TechPlan Creator© in 2007-2008.

This online tool is available at no additional charge to Kellogg & Sovereign Consulting clients. We continually monitor that our client applicants have created their first version Technology Plan for the upcoming funding year prior to submitting Form 470's. Then we monitor that the plan was completed, submitted to the state E-rate approver and the approval letter is received.

Since Pickett-Center did not become a client of ours until 2009, we were not monitoring their Technology Plan status in 2006. While USAC personnel believe that the requirement is not a difficult one to manage, added to the myriad of day to day forms that must be submitted to the State Department – daily attendance, financial data, and federal programs updates and on and on, a tiny district finds the task overwhelming.

Like Pickett-Center, the schools consider the student in the classroom their first priority and since virtually none of the teachers have planning periods, writing Technology Plans means staying after school or coming in before school. Additionally, administrative staff in rural schools such as Pickett-Center is frequently limited to the Superintendent, and the Principal(s) if any. Specialists in small schools are virtually non-existent. What few existed in the past have been forced to return to the classroom by reduced funding making it even harder to monitor all production and receipt of documents.

Recent budget cuts have been so severe that it is likely Pickett-Center School District will have no option but to consider consolidating with one of the local K-12 schools in the future. Exploratory talks are already in process.

We have included copies of Technology Plans for 2005-2006, 2006-2007, and 2007-2009 (See Attachment B).

Since Pickett-Center's intent was to abide by the Technology Plan rules and demonstrated that by having current Technology Plans for all years of funding, we believe it would be unfair of USAC to follow through with issuance of a Demand Payment Letter due to lack of a piece of paper – the Approval letter. The existence of the

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plans themselves is far more illustrative of their commitment to meet all rules than that the correct letter is in the file.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Jane Kellogg', with a large, stylized initial 'J'.

Jane Kellogg

Consultant

Attachments:

- A. Notification of Improperly Disbursed Funds Letter
- B. Technology Plans
- C. Letter of Agency

ATTACHMENT A

Notification of Improperly Disbursed Funds Letter
USAC Denial of Appeal Letter



Universal Service Administrative Company
Schools & Libraries Division

Administrator's Decision on Appeal – Funding Year 2006-2007

March 14, 2011

Jane Kellogg
Kellogg & Sovereign Consulting, LLC
1101 Stadium Drive
Ada, OK 74820

Re: Applicant Name: PICKETT-CENTER SCHOOL DIST 20
Billed Entity Number: 140337
Form 471 Application Number: 527126
Funding Request Number(s): 1467054
Your Correspondence Dated: February 07, 2011

After thorough review and investigation of all relevant facts, the Schools and Libraries Division (SLD) of the Universal Service Administrative Company (USAC) has made its decision in regard to your appeal of USAC's Funding Year 2006 Notification of Improperly Disbursed Funds Letter for the Application Number indicated above. This letter explains the basis of USAC's decision. The date of this letter begins the 60 day time period for appealing this decision to the Federal Communications Commission (FCC). If your Letter of Appeal included more than one Application Number, please note that you will receive a separate letter for each application.

Funding Request Number(s): 1467054
Decision on Appeal: **Denied**
Explanation:

- During a site visit, USAC determined that the applicant requested funding for the following non-basic telecommunication services funding request: Basic Maintenance of Internal Connections. Therefore, the applicant was asked to provide a copy of their technology plan's approval letter. However, the applicant failed to provide a letter approving its technology plan. Additionally, Oklahoma's technology plan approver confirmed that the applicant did not have an approved technology plan for Funding Year 2006. Consequently, USAC determined that the applicant's technology plan was not approved by a certified Technology Plan Approver prior to submitting their Form 486 or the start of services, whichever was earlier. Program Rules require applicants to certify on their FCC Form 470 and FCC Form 471 that the entities receiving products and/or

services other than basic telephone service are covered by an individual and/or higher-level technology plan that has been, or is in the process of being approved. Applicants are required to obtain approvals of their technology plans from their State, the Administrator, or an independent entity approved by the Commission and certified by USAC as qualified to provide such approval. On their FCC Form 486, applicants confirm that their plan was approved before they began receiving services.

The applicant certified on the FCC Form 486 that the technology plan for the services received as indicated on the form was approved. However, during a site visit, USAC determined that for FRN 1467054, the technology plan you provided was not approved before receiving services as required by program rules. Accordingly, the disbursed funds need to be recovered from the applicant. In your appeal, you did not show that USAC's original decision was incorrect. Consequently, your appeal is denied.

FCC rules require applicants to certify on their FCC Form 470 and FCC Form 471 that the entities receiving products and/or services other than basic telephone service are covered by an individual and/or higher-level technology plan that has been, or is in the process of being approved. See 47 C.F.R. sec. 54.504(b)(2)(iii) and (iv); 47 C.F.R. sec. 54.504(c)(1)(iv) and (v). The applicants are required to obtain approvals of their technology plans from their state, the Administrator, or an independent entity approved by the Commission and certified by USAC as qualified to provide such approval. On their FCC Form 486, applicants confirm that their plan was approved before they began receiving services. Pursuant to the FCC's Fifth Report and Order (FCC 04-190, released August 13, 2004), FCC rules require technology plans to include five mandatory content elements relating to the applicant's educational development strategies. See 47 C.F.R. sec. 54.508 for technology plan requirements. In cases where an applicant provides technology plan documentation that is deficient (e.g. is outdated or will expire before the end of the relevant funding year), USAC shall: (1) inform the applicant promptly in writing of any and all deficiencies, along with a clear and specific explanation of how the applicant can remedy those deficiencies; and (2) permit the applicant to submit correct documentation, if any, within 15 calendar days from the date of receipt of notice in writing by USAC. See Requests for Review or Waiver of Decisions of the Universal Service Administrator by Brownsville Independent School District Brownsville, TX, et al., Schools and Libraries Universal Service Support Mechanism, File Nos. SLD-482620, et al., CC Docket No. 02-6, Order, FCC Rcd 6045, FCC 07-37 para.12 (March 28, 2007).

If your appeal has been denied in full, partially approved, dismissed, or canceled, you may file an appeal with the FCC. You should refer to CC Docket No. 02-6 on the first page of your appeal to the FCC. Your appeal must be received or postmarked within 60 days of the date on this letter. Failure to meet this requirement will result in automatic dismissal of your appeal. If you are submitting your appeal via United States Postal Service, send to: FCC, Office of the Secretary, 445 12th Street SW, Washington, DC 20554. Further information and options for filing an appeal directly with the FCC can be found in the "Appeals Procedure" posted in the Reference Area of the SLD section of the USAC website or by contacting the Client Service Bureau. We strongly recommend that you use the electronic filing options.

We thank you for your continued support, patience and cooperation during the appeal process.

Schools and Libraries Division
Universal Service Administrative Company

cc: Patsy West



Notification of Improperly Disbursed Funds Recovery Letter
Funding Year 2006: July 1, 2006 - June 30, 2007

December 22, 2010

Patsy West
PICKETT-CENTER SCHOOL DIST 20
9660 STATE HIGHWAY 19
ADA, OK 74820 3355

Re: Form 471 Application Number: 527126
Funding Year: 2006
Applicant's Form Identifier: 471YR9
Billed Entity Number: 140337
FCC Registration Number: 0014286041
SPIN: 143020615
SPIN Name: Burris Communications, Inc.
Service Provider Contact Person: Danny Williams

Our routine review of Schools and Libraries Program (Program) funding commitments has revealed certain applications where funds were disbursed in violation of Program rules.

In order to be sure that no funds are used in violation of Program rules, the Universal Service Administrative Company (USAC) must now recover these improper disbursements. The purpose of this letter is to inform you of the recoveries as required by Program rules, and to give you an opportunity to appeal this decision. USAC has determined the applicant is responsible for all or some of the Program rule violations. Therefore, the applicant is responsible to repay all or some of the funds disbursed in error.

This is NOT a bill. The next step in the recovery of improperly disbursed funds process is for USAC to issue you a Demand Payment Letter. The balance of the debt will be due within 30 days of that letter. Failure to pay the debt within 30 days from the date of the Demand Payment Letter could result in interest, late payment fees, administrative charges and implementation of the "Red Light Rule." The FCC's Red Light Rule requires USAC to dismiss pending FCC Form 471 applications if the entity responsible for paying the outstanding debt has not paid the debt, or otherwise made satisfactory arrangements to pay the debt within 30 days of the notice provided by USAC. For more information on the Red Light Rule, please see "Red Light Frequently Asked Questions (FAQs)" posted on the FCC website at http://www.fcc.gov/debt_collection/faq.html.

Schools and Libraries Division - Correspondence Unit
100 South Jefferson Road, P.O. Box 902, Whippany, NJ 07981
Visit us online at: www.usac.org/sl

TO APPEAL THIS DECISION:

You have to option of filing an appeal with USAC or directly with the Federal Communications Commission (FCC).

If you wish to appeal the Notification of Improperly Disbursed Funds decision indicated in this letter to USAC your appeal must be received or postmarked within 60 days of the date of this letter. Failure to meet this requirement will result in automatic dismissal of your appeal. In your letter of appeal:

1. Include the name, address, telephone number, fax number, and email address (if available) for the person who can most readily discuss this appeal with us.
2. State outright that your letter is an appeal. Identify the date of the Notification of Improperly Disbursed Funds Recovery Letter and the funding request numbers you are appealing. Your letter of appeal must include the
 - Billed Entity Name,
 - Form 471 Application Number,
 - Billed Entity Number, and
 - FCC Registration Number (FCC RN) from the top of your letter.
3. When explaining your appeal, copy the language or text from the Funding Disbursement Recovery Report included with this letter that is the subject of your appeal to allow USAC to more readily understand your appeal and respond appropriately. Please keep your letter to the point, and provide documentation to support your appeal. Be sure to keep a copy of your entire appeal including any correspondence and documentation.
4. If you are an applicant, please provide a copy of your appeal to the service provider(s) affected by USAC's decision. If you are a service provider, please provide a copy of your appeal to the applicant(s) affected by USAC's decision.
5. Provide an authorized signature on your letter of appeal.

To submit your appeal to USAC by email, email your appeal to appeals@sl.universalservice.org. USAC will automatically reply to incoming emails to confirm receipt.

To submit your appeal to us by fax, fax your appeal to (973) 599-6542.

To submit your appeal to us on paper, send your appeal to:

Letter of Appeal
Schools and Libraries Division - Correspondence Unit
100 S. Jefferson Rd.
P. O. Box 902
Whippany, NJ 07981

For more information on submitting an appeal to USAC, please see the "Appeals Procedure" posted on our website.

If you wish to appeal a decision in this letter to the FCC, you should refer to CC Docket No. 02-6 on the first page of your appeal to the FCC. Your appeal must be received by the FCC or postmarked within 60 days of the date of this letter. Failure to meet this requirement will result in automatic dismissal of your appeal. We strongly recommend that you use the electronic filing options described in the "Appeals Procedure" posted on our website. If you are submitting your appeal via United States Postal Service, send to: FCC, Office of the Secretary, 445 12th Street SW, Washington, DC 20554.

FUNDING DISBURSEMENT RECOVERY REPORT

On the pages following this letter, we have provided a Funding Disbursement Recovery Report (Report) for the Form 471 application cited above. The enclosed Report includes the Funding Request Number(s) from the application for which recovery is necessary. See the "Guide to USAC Letter Reports" posted at <http://usac.org/sl/tools/reference/guide-usac-letter-reports.aspx> for more information on each of the fields in the Report. USAC is also sending this information to the service provider for informational purposes. If USAC has determined the service provider is also responsible for any rule violation on these FRN(s), a separate letter will be sent to the service provider detailing the necessary service provider action. The Report explains the exact amount the applicant is responsible for repaying.

Schools and Libraries Division
Universal Services Administrative Company

cc: Danny Williams
Burris Communications, Inc.

Funding Disbursement Recovery Report
for Form 471 Application Number: 527126

Funding Request Number:	1467054
Services Ordered:	INTERNAL CONNECTIONS MNT
SPIN:	143020615
Service Provider Name:	Burris Communications, Inc.
Contract Number:	580-332-7800
Billing Account Number:	580-332-7800
Site Identifier:	140337
Funding Commitment:	\$18,900.00
Funds Disbursed to Date:	\$18,900.00
Funds to be Recovered from Applicant:	\$18,900.00

Disbursed Funds Recovery Explanation:

After a thorough investigation, it has been determined that funds were improperly disbursed on this funding request. During the course of review it was determined that the technology plan for this entity, covering the relevant funding year, was not approved at the time of submission of the Form 486. Program rules require applicants to obtain approval of technology plans by parties qualified to approve technology plans, prior to submitting the Form 486, for services other than basic telecommunications service. Since this is not a request for basic telecommunications service, the technology plan for the relevant funding year needed to be approved prior to submitting the Form 486 or the start of services, whichever was earlier. Since this requirement was not met USAC will seek recovery of any improperly disbursed funds from the applicant. Accordingly, USAC is seeking recovery of \$18,900.00 for services that were not utilized in accordance with program rules.

ATTACHMENT B

Technology Plans ·

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2006-2009

PICKETT-CENTER SCHOOL DISTRICT

UPDATED TECHNOLOGY PLAN

2005—2006

**Patsy West
Elementary School Superintendent
Ada, Oklahoma**

VISION

Pickett-Center Elementary School recognizes the increasing need to know more, to know how to access information, to understand, and to communicate. By including technology as a component of a well-balanced K-8 program, Pickett-Center Elementary will provide students the opportunity to develop lifelong learning skills through the use of technology. Using technology as a tool, teachers, administrators, and support staff will become more efficient and effective in facilitating and managing the learning environment.

MISSION

Pickett-Center Elementary School will incorporate technology as a natural part of education through an integrated, comprehensive framework to govern acquisition, application, and evaluation of technological resources to ensure all students have the opportunity to develop lifelong skills necessary to be productive citizens in an information-driven, global society.

GOALS

1. Students will learn to use technology effectively to become technologically literate citizens in our global society.
2. Teachers will become proficient in their use of technology to provide optimum achievement activities for students at all levels.
3. All school personnel will be able to use technology for communication with other agencies and businesses to enhance the relationship of the school with other entities as well as with patrons of the school.
4. Students will gain access to the wealth of educational opportunities available through the use of technology.
5. Equipment will be acquired to provide a bank of five computers for each classroom to facilitate student research and production of special products.
6. A computer lab will provide stations for a class of twenty students to utilize the integrated learning system.
7. A local scope and sequence will be developed by teachers and parents using the standards of the International Society for Technology in Education.

8. Distance learning opportunities will be utilized to provide learning activities not otherwise available in the small school setting.
9. Technology will become a tool for teaching objectives of the Priority Academic Student Skills to ensure every student can achieve high academic standards.

DESCRIPTION OF EQUIPMENT AND MATERIALS (available and to be acquired)

HARDWARE

Currently each classroom has at least one iMac computer. Six of the ten classrooms have two computers. Two classrooms have both Picket-Center School and Macintosh platforms available. The computer lab contains nine 5260 and 5400 Macintosh machines with a workgroup server to manage the Compass Learning Integrated Learning System. Two iMac computers are available in the lab, and one multimedia projector is available. The library also houses six iMac machines. The building has a router, switches, and hubs to connect all classrooms and the library to the T-1 access line through OneNet. All classrooms have at least one drop for Internet connection, and six of the ten classrooms have two drops.

In January 2005 the older Macintosh computers were replaced with newer models. The older 5260 and 5400 models were moved to classrooms to create banks of five computers for student use.

Computer hardware will be updated at the rate of three computers annually during the next five years. Additional hardware may be purchased when funding is available.

SOFTWARE

Productivity software is available for use in the classroom or in the lab. Several word processing program options are available, and grade specific programs are available for stand-alone use in the classrooms. The Compass Learning integrated learning system is utilized by students in grades 2 – 8 in the computer lab. It allows students to sharpen skills in reading, math, and language arts at an individual pace.

The goal for software acquisition will be minimal, except as related to necessary upgrades in hardware. The utilization of existing software will be the priority. Use of Internet resources will also be encouraged to reduce the need for new software. A teacher committee will recommend new programs needed. Approximately \$1,000 per year will be allocated for software acquisition over the next five year.

ACCESSORIES One scanner will be available for use in the computer lab, and two digital cameras will be available for use by teachers and by students under teacher supervision. Document cameras, overhead projectors, and an electronic white board will also be made available for teacher use in integrating the use of technology. At least one compact disk drive for recording information will be purchased each year over the next five years to enable teachers to record PowerPoint presentations and other information.

CLASSROOM INTEGRATION

Pickett-Center Elementary School can get the best use of technology when it is integrated into instructional tasks. It can help to spark incredible discussions; it is a powerful chalkboard; it creates dazzling presentations; it provides individualized learning experiences; and it provides opportunities to research, analyze, construct, and present information. Pickett-Center will provide paths for learning which integrate technology in the curriculum and give curricular opportunities for students to gather, analyze, and present information; to acquire and produce knowledge is an indicator for success.

Pickett-Center Elementary School will use technology to help teachers facilitate learning by developing and sharing a repertoire of instructional techniques which can be customized based on learner needs and to provide an opportunity for teachers and students to share instructional roles.

Pickett-Center Elementary School will use technology to employ a variety of methods to assist in evaluating student learning as defined by local, state, and national standards to continuously improve instruction.

It is important to offer staff and students opportunities to experiment and be pioneers in inventing new applications. Many activities are offered as an extension to the school day and school year. The capacity of the school/district to provide opportunities for staff and students to experiment with technologies to enhance teaching and learning to extend the vision is an indicator for success. Opportunities and resources will be available beyond the school day and year to provide a more enhanced curriculum.

Teachers are encouraged to integrate the use of computers and other technologies into their present curriculums. Internet access provides increased learning opportunities in all curricular areas. Using the Internet as a communications tool, Pickett-Center students and teachers interact with each other as well as the community at large. Through use of the Internet as a research tool, Pickett-Center Elementary students will learn to tap into the vast knowledge base developing on the World Wide Web. Using the Internet as a source for current affairs, Pickett-Center students will learn to consider issues and activities from a global viewpoint. The Internet is also used to provide a vast array of curricular materials in every subject to augment any classroom activity.

PROFESSIONAL DEVELOPMENT

Pickett-Center staff will be provided with a pragmatic, comprehensive training program. It will focus on how the technology will be used, not just the mechanics of its operations. It will be accompanied with sufficient time and access. Pickett-Center Elementary School will attempt to extend beyond the staff to include the board, parents, partners, and community members. Pickett-Center would like to provide a variety of timely opportunities for staff to develop its technical skills and conceptual understanding of how people might learn better with technology and advance the organization by promoting and encouraging systems thinking, teamwork, and collaboration supported by technology.

Currently, seven of the thirteen certified staff members have attended a one-week training session at the local Technology Center as part of House Bill 1815 initiative to train teachers in the use of technology. All teachers have been involved in local inservice workshops with consultants and with a telementor for specific training on

the Macintosh system and network use. One faculty member is completing master's degree program in educational technology at East Central University and will train for troubleshooting as well as for distance learning equipment recently provided by Southwestern Bell Communications Company.

All teachers are able to use the Internet efficiently for research and communicating with each other and other resource provides.

Technology will be a component in the professional development plan as prepared annually by the committee. Teachers will take advantage of the professional development opportunities through the local university and Technology Center to learn techniques for using available equipment to integrate technology in everyday lessons. At least one faculty member will be trained in the operation and maintenance of computer equipment and the local area network. Consultants will be hired to provide on-site training to allow teachers to practice skills in a secure atmosphere using the equipment available to them.

Teachers will develop a network to assist each other with training for specific programs. Monthly faculty meetings will provide a forum for reporting new discoveries or sharing techniques for integrating technology. Teachers will be encouraged to adopt a software program conducive to use at multiple grade levels and become an expert in the use of that software. Teachers will then teach other staff members to use the software in their classrooms. Funds for training will be allocated within the staff development plan as well as from federal programs.

The supplier of the equipment will provide training in the use of distance learning equipment. At least one faculty member will be trained as a trainer for other teachers and will act as a consultant for teachers who wish to utilize the equipment for enhancing instruction.

TIMELINE

Pickett-Center Elementary School will continue to upgrade its equipment, software, and other technological equipment each year as the need arises.

BUDGET

Grant funds will be utilized when available to purchase new equipment and for professional development expenses. When grant funds are not available, at least \$5,000 per year will be allocated from general fund monies for purchase of new equipment to keep current equipment available. Another \$5,000 will be allocated for repairs and maintenance of network equipment and computer hardware.

Professional Development funds will be utilized to provide training for teachers to integrate technology in all instructional areas. At least 50% of the state allocation for staff development will be designated for technology training.

E-rate funding will allow the continuation of Internet access through OneNet and will help alleviate telephone expense. Network maintenance contracts will also be discounted at the 90% rate if the program continues at its present level.

EVALUATION

The technology program will be evaluated for effectiveness by noting changes in the use of technology in instruction by teachers. Administrator's observations and evaluations will provide evidence of the use of technology in direct instruction, student projects, and teacher presentations. Lesson plans will be reviewed to ascertain the level of technology integration in teaching the PASS objectives at each level. Logs of use in the Compass Learning lab will indicate the time spent by each student working on basic skills and on projects for the classroom. Staff development reports will indicate the number of hours of training each teacher attends each year.

Student test scores will be reviewed each spring to determine increases in achievement levels. Strides toward improving the Academic Performance Index for the school will be measured as an indication of the success of students in achieving high academic standards. It will be assumed technology will have played a role in their accomplishments.

Inventories of computer use and equipment acquisitions will determine increases in technology available for student and teacher use. Surveys of teachers and parents will be used to measure the level of satisfaction with the technology program among faculty members and patrons of the community.

**Pickett-Center School
Board of Education
Internet Safe and Acceptable Use Policy**

Definition and Purpose

The Internet is an electronic communications network which provides vast, diverse, and unique resources to both students and teachers. The goal in providing this service to the education community is to promote educational excellence by facilitating resource sharing, innovation, and communication.

With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. Pickett-Center School officials will take precautions to restrict access to controversial materials through the use of Internet filtering software; however, it is impossible to control all materials available through Internet resources. Ultimately, the school staff, parents, and guardians of students are responsible for setting and conveying standards students should follow when using media and information sources.

Internet – Terms and Conditions for Use

Each user will have on file a copy of an agreement for appropriate use of the Internet signed by the user and a parent or guardian if the user is a student. Teacher supervision and guidance for appropriate use will be provided when access is permitted. Internet access is a privilege, not a right. Users must adhere to strict guidelines and comply with US and state regulations. Any transmission of copyrighted material, threatening or obscene material, or material protected by trade secret or political lobbying is prohibited. Any misuse of the Internet will result in termination of the user's access to the Internet through Pickett-Center School.

1. **Acceptable Use**

Internet usage is restricted to use in school assignments.

Use must be in accordance with district policy.

Use must be consistent with the rules appropriate to any network being used/accessed.

Unauthorized use of copyrighted material is prohibited.

Threatening or obscene material is prohibited.

Use for commercial activities is not acceptable.

Product advertisement or political lobbying is prohibited.

2. **Privileges**

Access to the Internet is not a right; it's a privilege.

Unacceptable usage will result in termination of access privileges.

3. Etiquette

Be polite.

Use appropriate language.

Do Not reveal your address or phone number (or those of others).

Electronic mail is not private.

Abide by generally accepted rules of network etiquette and the laws of the state of Oklahoma and the United States of America.

4. Service

Pickett-Center makes no warranties for Internet service.

Use of information obtained on the Internet is at the user's own risk.

Pickett-Center School is not responsible for loss of data, non-deliveries, or service interruptions.

Pickett-Center School is not responsible for the accuracy or quality of information obtained.

5. Security

If a user identifies a security problem, a system administrator is to be notified immediately.

A security problem is not to be pointed out to others.

Attempts to logon as another user will result in cancellation of user privileges.

6. Vandalism/Harassment

Any malicious attempt to harm or destroy hardware, software, data of another user, or any questionable action will not be tolerated and will result in the cancellation of user privileges.

7. Penalties

Any user violating the provisions of this policy, applicable state and federal laws, or posted classroom and district rules is subject to loss of network privileges and any other district disciplinary options including criminal prosecution. School district administrators will make the final determination as to what constitutes unacceptable use. Their decision is final.

3. The plan must include an assessment of the telecommunication services, hardware, software, and other services which will be needed to improve education or library services;
4. The plan must provide for a sufficient budget to acquire and support the non-discounted elements of the plan: the hardware, software, professional development, and other services needed to implement the strategy; and
5. The plan must include an evaluation process that enables the school or library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.

All federal programs now require long-range strategic technology plans for program participation. Some valuable links which may help you get started can be found at <http://title3.sde.state.ok.us/technology/technologyplanning.htm>.

PICKETT-CENTER SCHOOL DISTRICT

UPDATED TECHNOLOGY PLAN

2006—2007

**Patsy West
Elementary School Superintendent
Ada, Oklahoma**

Pickett-Center School

Technology Plan Update

May 13, 2008

Update:

The latest model of Smart Board from Smart Technology has been installed in nine classrooms and the library of Pickett-Center School as of April 2007. Teachers have received training in the use of the technology and are practicing the integration of technology in their lessons.

Four SENTEO systems for individual student response were added to the Smart Technology in April 2008.

The computer lab has been upgraded with Dell computers and the ten iMac computers have been moved to the classrooms for use as student learning stations.

The newest version of Compass Learning, Oddyssey, has been installed on a new server in the lab. A Reading Plus program has also been installed on the new server. Students in grades 2-8 are in the lab twice weekly to utilize the new programs, and sometimes additionally for word processing projects.

E-mail accounts are not used by students at school.

VISION

Pickett-Center Elementary School recognizes the increasing need to know more, to know how to access information, to understand, and to communicate. By including technology as a component of a well-balanced K-8 program, Pickett-Center Elementary will provide students the opportunity to develop lifelong learning skills through the use of technology. Using technology as a tool, teachers, administrators, and support staff will become more efficient and effective in facilitating and managing the learning environment.

MISSION

Pickett-Center Elementary School will incorporate technology as a natural part of education through an integrated, comprehensive framework to govern acquisition, application, and evaluation of technological resources to ensure all students have the opportunity to develop lifelong skills necessary to be productive citizens in an information-driven, global society.

GOALS

1. Students will learn to use technology effectively to become technologically literate citizens in our global society.
2. Teachers will become proficient in their use of technology to provide optimum achievement activities for students at all levels.
3. All school personnel will be able to use technology for communication with other agencies and businesses to enhance the relationship of the school with other entities as well as with patrons of the school.
4. Students will gain access to the wealth of educational opportunities available through the use of technology.
5. Equipment will be acquired to provide a bank of five computers for each classroom to facilitate student research and production of special products.
6. A computer lab will provide stations for a class of twenty students to utilize the integrated learning system.
7. A local scope and sequence will be developed by teachers and parents using the standards of the International Society for Technology in Education.

8. Distance learning opportunities will be utilized to provide learning activities not otherwise available in the small school setting.
9. Technology will become a tool for teaching objectives of the Priority Academic Student Skills to ensure every student can achieve high academic standards.

DESCRIPTION OF EQUIPMENT AND MATERIALS (available and to be acquired)

HARDWARE

Currently each classroom has at least one iMac computer. Six of the ten classrooms have two computers. Two classrooms have both Picket-Center School and Macintosh platforms available. There are nine 5260 and 5400 Macintosh machines with a workgroup server to manage the Compass Learning Integrated Learning System located in the Schools computer laboratory. Two iMac computers are available in the lab, and one multimedia projector is available. The library also houses six iMac machines. The building has a router, switches, and hubs to connect all classrooms and the library to the T-1 access line through OneNet. All classrooms have at least one drop for Internet connection, and six of the ten classrooms have two drops.

In January 2005 the older Macintosh computers were replaced with newer models. The older 5260 and 5400 models were moved to classrooms to create banks of five computers for student use.

Technologies to be acquired

The district has projected to expand the additional technologies with adding the following:

120 additional Network drops, router with security bundle and 2 width, adding a firewall, adding 4 Cisco switches with gbic, a battery backup, a datatel cabinet for server and switches, an IBM Dhcp server, affiber between data room and computer lab and adding this from the data room to the library, adding Fiber patch panels, wall cabinets.

SOFTWARE

Productivity software is available for use in the classroom or in the lab. Several word processing program options are available, and grade specific programs are available for stand-alone use in the classrooms. The Compass Learning integrated

learning system is utilized by students in grades 2 – 8 in the computer lab. It allows students to sharpen skills in reading, math, and language arts at an individual pace.

The goal for software acquisition will be minimal, except as related to necessary upgrades in hardware. The utilization of existing software will be the priority. Use of Internet resources will also be encouraged to reduce the need for new software. A teacher committee will recommend new programs needed. Approximately \$1,000 per year will be allocated for software acquisition over the next five year.

ACCESSORIES One scanner will be available for use in the computer lab, and two digital cameras will be available for use by teachers and by students under teacher supervision. Document cameras, overhead projectors, and an electronic white board will also be made available for teacher use in integrating the use of technology. At least one compact disk drive for recording information will be purchased each year over the next five years to enable teachers to record PowerPoint presentations and other information.

CLASSROOM INTEGRATION

Pickett-Center Elementary School can get the best use of technology when it is integrated into instructional tasks. It can help to spark incredible discussions; it is a powerful chalkboard; it creates dazzling presentations; it provides individualized learning experiences; and it provides opportunities to research, analyze, construct, and present information. Pickett-Center will provide paths for learning which integrate technology in the curriculum and give curricular opportunities for students to gather, analyze, and present information; to acquire and produce knowledge is an indicator for success.

Pickett-Center Elementary School will use technology to help teachers facilitate learning by developing and sharing a repertoire of instructional techniques which can be customized based on learner needs and to provide an opportunity for teachers and students to share instructional roles. By adding a more secure system by installing the firewall a protection system will be in place for protecting the information on the computer. When we add more network drop students can have more accessibility to

the computer that are now in place and the ones we purchase in the future. As we update the system here at Pickett Center we will be in a environment where students will utilize the internet for research and discovery. This will help the staff facilitate instruction to raise student achievement and prepare the students to have proficiency in the use of technology as they enter in the surrounding high schools.

Pickett-Center Elementary School will use technology to employ a variety of methods to assist in evaluating student learning as defined by local, state, and national standards to continuously improve instruction.

It is important to offer staff and students opportunities to experiment and be pioneers in inventing new applications. Many activities are offered as an extension to the school day and school year. The capacity of the school/district to provide opportunities for staff and students to experiment with technologies to enhance teaching and learning to extend the vision is an indicator for success. Opportunities and resources will be available beyond the school day and year to provide a more enhanced curriculum.

Teachers are encouraged to integrate the use of computers and other technologies into their present curriculums. Internet access provides increased learning opportunities in all curricular areas. Using the Internet as a communications tool, Pickett-Center students and teachers interact with each other as well as the community at large. Through use of the Internet as a research tool, Pickett-Center Elementary students will learn to tap into the vast knowledge base developing on the World Wide Web. Using the Internet as a source for current affairs, Pickett-Center students will learn to consider issues and activities from a global viewpoint. The Internet is also used to provide a vase array of curricular materials in every subject to augment any classroom activity.

PROFESSIONAL DEVELOPMENT

Pickett-Center staff will be provided with a pragmatic, comprehensive training program. It will focus on how the technology will be used, not just the mechanics of its operations. It will be accompanied with sufficient time and access. Pickett-Center Elementary School will attempt to extend beyond the staff to include the board, parents, partners, and community members. Pickett-Center would like to provide a variety of

timely opportunities for staff to develop its technical skills and conceptual understanding of how people might learn better with technology and advance the organization by promoting and encouraging systems thinking, teamwork, and collaboration supported by technology.

Currently, seven of the thirteen certified staff members have attended a one-week training session at the local Technology Center as part of House Bill 1815 initiative to train teachers in the use of technology. All teachers have been involved in local inservice workshops with consultants and with a telementor for specific training on the Macintosh system and network use. One faculty member is completing master's degree program in educational technology at East Central University and will train for troubleshooting as well as for distance learning equipment recently provided by Southwestern Bell Communications Company.

All teachers are able to use the Internet efficiently for research and communicating with each other and other resource provides.

Technology will be a component in the professional development plan as prepared annually by the committee. Teachers will take advantage of the professional development opportunities through the local university and Technology Center to learn techniques for using available equipment to integrate technology in everyday lessons. At least one faculty member will be trained in the operation and maintenance of computer equipment and the local area network. Consultants will be hired to provide on-site training to allow teachers to practice skills in a secure atmosphere using the equipment available to them.

Teachers will develop a network to assist each other with training for specific programs. Monthly faculty meetings will provide a forum for reporting new discoveries or sharing techniques for integrating technology. Teachers will be encouraged to adopt a software program conducive to use at multiple grade levels and become an expert in the use of that software. Teachers will then teach other staff members to use the software in their classrooms. Funds for training will be allocated within the staff development plan as well as from federal programs.

The supplier of the equipment will provide training in the use of distance learning equipment. At least one faculty member will be trained as a trainer for other teachers

and will act as a consultant for teachers who wish to utilize the equipment for enhancing instruction.

TIMELINE

Pickett-Center Elementary School will continue to upgrade its equipment, software, and other technological equipment each year as the need arises. In 2006-07 we are planning to upgrade and install new equipment to expand our technologies capabilities that are outlined in our Budget section.

BUDGET

Grant funds will be utilized when available to purchase new equipment and for professional development expenses. When grant funds are not available, at least \$5,000 per year will be allocated from general fund monies for purchase of new equipment to keep current equipment available. Another \$5,000 will be allocated for repairs and maintenance of network equipment and computer hardware.

Professional Development funds will be utilized to provide training for teachers to integrate technology in all instructional areas. At least 50% of the state allocation for staff development will be designated for technology training.

E-rate funding will allow the continuation of Internet access through OneNet and will help alleviate telephone expense. Network maintenance contracts will also be discounted at the 90% rate if the program continues at its present level.

Projected Cost Budget

Quantity	Make	Model #	Item Description	Unit Price	Extended Price
120	Cat5E		Network drops	\$95.00	\$11,400

1	Cisco	2811	Router with Security bundle	4494.00	4494.00
1	Cisco	Pix 506E	Firewall	1895.00	1895.00
2	Cisco	2950G48pt	Switch with gbic	4336.70	8873.40
2	Cisco	2950G24pt	Switch with gbic	3950.00	7900.00
3	Apc	1000	Battery Backup	890.00	2670.00
1	Datatel	WRK 44 32nk	Cabinet for server and switches	4300.00	4300.00
1	EBM	X226	Dhep server	4650.00	4650.00
1	Bstrand fiber	Multimode	Fiber fto rooms.	1500.00	1500.00
3	Fiber patch panels		Fiber patch panels	250.00	750.00
1	Installation	Equipment		1800.00	1800.00
2	Cabinets	Wall mounted		800.00	1600.00
				Total	\$61,632.40

EVALUATION

The technology program will be evaluated for effectiveness by noting changes in the use of technology in instruction by teachers. Administrator's observations and

evaluations will provide evidence of the use of technology in direct instruction, student projects, and teacher presentations. Lesson plans will be reviewed to ascertain the level of technology integration in teaching the PASS objectives at each level. Logs of use in the Compass Learning lab will indicate the time spent by each student working on basic skills and on projects for the classroom. Staff development reports will indicate the number of hours of training each teacher attends each year.

Student test scores will be reviewed each spring to determine increases in achievement levels. Strides toward improving the Academic Performance Index for the school will be measured as an indication of the success of students in achieving high academic standards. It will be assumed technology will have played a role in their accomplishments.

Inventories of computer use and equipment acquisitions will determine increases in technology available for student and teacher use. Surveys of teachers and parents will be used to measure the level of satisfaction with the technology program among faculty members and patrons of the community.

**Pickett-Center School
Board of Education
Internet Safe and Acceptable Use Policy
2006-2007**

Definition and Purpose

The Internet is an electronic communications network which provides vast, diverse, and unique resources to both students and teachers. The goal in providing this service to the education community is to promote educational excellence by facilitating resource sharing, innovation, and communication.

With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. Pickett-Center School officials will take precautions to restrict access to controversial materials through the use of Internet filtering software; however, it is impossible to control all materials available through Internet resources. Ultimately, the school staff, parents, and guardians of students are responsible for setting and conveying standards students should follow when using media and information sources.

Internet – Terms and Conditions for Use

Each user will have on file a copy of an agreement for appropriate use of the Internet signed by the user and a parent or guardian if the user is a student. Teacher supervision and guidance for appropriate use will be provided when access is permitted. Internet access is a privilege, not a right. Users must adhere to strict guidelines and comply with US and state regulations. Any transmission of copyrighted material, threatening or obscene material, or material protected by trade secret or political lobbying is prohibited. Any misuse of the Internet will result in termination of the user's access to the Internet through Pickett-Center School.

1. Acceptable Use

Internet usage is restricted to use in school assignments.

Use must be in accordance with district policy.

Use must be consistent with the rules appropriate to any network being used/accessed.

Unauthorized use of copyrighted material is prohibited.

Threatening or obscene material is prohibited.

Use for commercial activities is not acceptable.

Product advertisement or political lobbying is prohibited.

2. Privileges

Access to the Internet is not a right; it's a privilege.

Unacceptable usage will result in termination of access privileges.

3. Etiquette

Be polite.

Use appropriate language.

Do Not reveal your address or phone number (or those of others).

Electronic mail is not private.

Abide by generally accepted rules of network etiquette and the laws of the state of Oklahoma and the United States of America.

4. Service

Pickett-Center makes no warranties for Internet service.

Use of information obtained on the Internet is at the user's own risk.

Pickett-Center School is not responsible for loss of data, non-deliveries, or service interruptions.

Pickett-Center School is not responsible for the accuracy or quality of information obtained.

5. Security

If a user identifies a security problem, a system administrator is to be notified immediately.

A security problem is not to be pointed out to others.

Attempts to logon as another user will result in cancellation of user privileges.

6. Vandalism/Harassment

Any malicious attempt to harm or destroy hardware, software, data of another user, or any questionable action will not be tolerated and will result in the cancellation of user privileges.

7. Penalties

Any user violating the provisions of this policy, applicable state and federal laws, or posted classroom and district rules is subject to loss of network privileges and any other district disciplinary options including criminal prosecution. School district administrators will make the final determination as to what constitutes unacceptable use. Their decision is final.

STATE DEPARTMENT GUIDELINES FOR TECHNOLOGY PLAN

DISTRICT TECHNOLOGY PLAN

Minimum Preferred Components

1. A description of the type of technologies, telecommunications, and other services (i.e. hardware, Internet access, wiring) to be acquired, including specific provisions for interoperability among components of such technologies, and to the extent practicable, with existing technologies;
2. An explanation of how the acquired technologies will be integrated into the curriculum or library services to help enhance teaching, training, and student achievement;
3. An explanation of how programs will be developed in collaboration with existing adult literacy service providers such as public libraries to maximize the use of such technologies;
4. A description of how the LEA will ensure ongoing, sustained professional development for teachers, administrators, and school library media personnel to further the use of technology in the classroom or library media center;
5. A list of the source or sources of ongoing training and technical assistance available to schools, teachers, and administrators such as state technology offices, intermediate educational support units, regional educational laboratories or institutions of higher education;
6. A description of the supporting resources such as services, software and print resources, which will be acquired under this section;
7. The projected timetable for implementing such plan in schools;
8. The projected cost of technologies to be acquired and related expenses needed to implement such plan including a demonstration of how the district will pay the after discount costs for the purpose of the Universal Service fund;
9. A description of how the LEA will coordinate all technology with other grant funds available for technology from state and local sources;
10. A description of a continuous evaluation process which takes place at established intervals. The evaluation should focus on both internal and external institutional variables such as student performance, sources of ongoing funding, teacher proficiency in the use of technology, innovations in technology development, etc.
11. Copies of the district student technology policy and Internet usage policy.

Minimum Components Required by the Schools and Libraries Division of the FCC

1. The plan must establish clear goals and a realistic strategy for using telecommunications and information technology to improve education or library services;
2. The plan must have a professional development strategy to ensure staff knows how to use these new technologies to improve education or library services;

3. The plan must include an assessment of the telecommunication services, hardware, software, and other services which will be needed to improve education or library services;
4. The plan must provide for a sufficient budget to acquire and support the non-discounted elements of the plan: the hardware, software, professional development, and other services needed to implement the strategy; and
5. The plan must include an evaluation process that enables the school or library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.

All federal programs now require long-range strategic technology plans for program participation. Some valuable links which may help you get started can be found at <http://title3.sde.state.ok.us/technology/technologyplanning.htm>.

Pickett-Center School
Reading Sufficiency Plan
Update for 2006-2007

May 10, 2006

Background:

Pickett-Center Elementary School is a single-site elementary district serving approximately 125 students in early childhood through eighth grade. About half the students are transfer students from larger surrounding districts. Close to 80% of the students qualify for free or reduced price meals. The student population is roughly 65% white, 30% Native American, 3% Hispanic, and 2% black or biracial. Approximately 25% of the students are served in the special education program.

Gates-MacGinitie Reading tests are given to kindergarten through second grade students at the end of the year to ascertain grade level proficiencies. Scores are analyzed to determine individual student needs, as well as to identify strengths and weakness in the reading instructional program. The **Open Court Reading program** also includes assessments for weekly evaluation in kindergarten through third grade. **Oklahoma CRT** scores are available for third, through eighth grade levels. **The Basic Early Assessment of Reading (BEAR)** is used in kindergarten through third grade for regular assessment of reading progress. Vocabulary scores have shown some improvement; however they are not adequate for the NCLB goals, and some students continue to struggle with comprehension. While total reading scores used for Academic Performance Index reports have increased, reading levels continue to be inadequate for the school goals for reading achievement.

Purpose of District Plan for Reading Sufficiency:

The purpose of the district plan for reading sufficiency is

- to comply with the requirements of the Reading Sufficiency Act (HB 2017);
- to provide a framework for teachers of reading in grades K-3;
- to ensure that every child has ample opportunity to master basic reading skills by the end of third grade;
- to establish a program of basic literacy that will serve as the foundation for lifelong learning.

Basic Reading Instructional Program:

All students will participate in daily reading instructional activities as appropriate to age and developmental level a minimum of 90 minutes daily. The Open Court Reading program adopted in 2003 provides the structure for addressing the P.A.S.S. objectives, and serves as the core of the reading instructional program. Phonics workbooks are a part of the program and will be used to emphasize phonemic awareness and word attack skills. Spelling, vocabulary, and comprehension are also integrated components of the program.

All teachers will read aloud to their students every day. Students will be introduced to quality literature and will be encouraged to read for pleasure through reading incentive programs as they acquire independent reading skills. Drop Everything And Read time will be observed for 15 minutes daily throughout the building. Older students, parents, and other adults from the community will be invited as guest readers

for primary grade students. A variety of methods will be utilized for practice of oral reading skills, including Readers' Theatre and drama activities.

Parents will be asked to pledge support for the reading program by becoming involved with their children's learning. They will be asked to read to, or with, their children every day, to monitor homework assignments, and to provide a quiet area for study. At least one-half hour should be allocated for family reading/study time with the TV turned off. TV and videos should be monitored closely for appropriate content and should be used as a springboard for learning when possible. Parents will also be asked to sign a Parent-School Compact as a commitment to involvement in their children's educations.

Supplementary Reading Programs:

All students in grades two through eight will have access to the Compass Learning Lab to utilize computer assisted learning for improving reading skills. Each student may progress at his/her own individual pace, with a teacher consultant available for assistance as needed.

SRA reading laboratories are also available for use at each level. The materials are used at the teachers' discretion as time allows. Corrective Reading, another SRA program, is also available for use in the special education program and with students who may need added skills instruction.

A Reading Plus visual efficiency program for use with the computer is available for students in second through eighth grades. Students use the program under the supervision of the reading specialist, or with the classroom teacher, either during school hours or in after school tutoring sessions.

Each class will visit the library at least one time each week to ensure that every child has a library book to read at his desk and at home. Additionally, each classroom is equipped with a library to support the practice of reading for pleasure.

The Scholastic Guided Reading Program is available for use in every classroom. Teachers are encouraged to use the materials for small group instruction and practice of reading skills.

Essential Skills reading software and Leap Track Reading Pro materials are also available to teachers of third through eighth grade. These materials are designed to assist students with fluency, vocabulary development, and phonics skills.

Assessment of Students:

Beginning in early kindergarten students will be assessed through a variety of **multiple on-going assessments** for the acquisition of skills appropriate to grade placement. Informal assessments will be a part of the routine of reading instruction carried out by teachers. Documentation of such assessments will aid in the design of curriculum to meet the needs for individual and group instruction at each grade level.

Informal Assessments to be used for monitoring reading growth and development in kindergarten through third grade may include:

- **observation** of students as they participate in learning activities to evaluate each child's grasp of concepts appropriate to grade level;

- **anecdotal records** of student behaviors that indicate progress, or lack of progress, in learning reading skills;
- **checklists and rating scales** that indicate mastery of skills, such as alphabet recognition, phoneme/grapheme recognition, sight word lists, Barbe Reading skills checklists, or teacher made lists;
- **audio and/or video tapes** for periodic and continuing record of oral reading fluency;
- **informal reading inventories** from basal reading program or other sources;
- **students' work samples** from daily reading activities and from special projects, such as reports, plays, or displays;
- **writing samples** from students' responses to literature and from creative writing projects.

Formal Assessments will be administered at regular intervals throughout the year. At least one formal assessment will be utilized during each grading period. Formal assessment techniques will be used to determine a student's improvement as a comparison to previous performance, or to a normalized population as a comparison to expected performance at a particular grade level. Formal assessments may include:

At kindergarten level

- **Brigance kindergarten screening**
- **Basal reading program assessments**
- **Letter-sound checklists**
- **Basic Early Assessment of Reading (BEAR)**
- **Gates MacGinitie Reading Test**
- **Oklahoma Reading Inventory**

At first grade level

- **Letter-sound checklists**
- **Dolch sight word lists**
- **Barbe reading skills checklist**
- **Basal reading unit assessments**
- **Individual reading inventories**
- **BEAR**
- **Gates-MacGinitie Reading tests**
- **Report cards**
- **Oklahoma Reading Inventory**

At second grade level

- **Dolch sight word lists**
- **Individual reading inventories**
- **Edward Fry's oral and silent reading comprehension tests**
- **Basal reading program unit assessments**
- **BEAR**

- **Gates MacGinitie Reading tests**
- **Report Cards**
- **Oklahoma Reading Inventory**
- **Compass Learning Lab assessments**

At third grade level

- **Dolch and/or Fry sight word lists**
- **Individual reading inventories**
- **Basal reading program unit assessments**
- **Fry's oral and silent reading comprehension tests**
- **Oklahoma Reading Inventory**
- **BEAR**
- **Gate-MacGinitie Reading test**
- **Report cards**
- **Compass Learning Lab assessments**

Reading levels of students will be determined using information from both informal and formal assessments. As good teachers routinely do, adjustments in the instructional program for individuals and the group will be made based upon the results of multiple on-going assessments.

INSTRUCTIONAL PLAN:

In-school instructional time by the regular classroom teacher will consist of a 90 minute period of reading instruction, including phonics, vocabulary development, and comprehension activities. Reading instructional time will be maximized by integrating materials from other content areas. During learning center activities, teachers will work with individuals or small groups to provide reinforcement of reading skills. Teacher assistants, as well as classroom volunteers when available, may be used to assist with practice activities. The Title I reading specialist will work with students identified as needing additional help, and will suggest alternative approaches to use with students. Attempts will be made to use methods that address all learning styles and utilize multi-sensory approaches. Morning or afternoon recess breaks may be used periodically to provide additional instructional time for individual students. The Compass learning lab and classroom computer programs will be used for computer assisted learning to reinforce skills.

Tutorial assistance will be provided after school hours through peer tutoring programs and tutors paid through grant programs. Federal program monies will be coordinated to provide the most benefit to the students. The computer lab is available after school each day and the Title I reading specialist works with students after school. Summer sessions are held as funding and interest permits, and students are also referred to tutorial programs through the local university during summer months.

READING SUFFICIENCY PERSONAL EDUCATIONAL PLANS:

Identification of students not progressing as expected will be made as soon as possible after the beginning of each school year using test data from the previous spring, letter recognition check lists, sight word lists, phonics inventories, and/or oral reading assessments. In addition, the BEAR reading assessment will be administered to students in kindergarten through third grade beginning in early September. These tests will determine grade level performance and will assist in diagnosing reading difficulties that should be targeted for each child. A personal reading educational plan will be developed for each student determined to be performing below expected levels by a reading committee by the end of the first nine-week grading period in October. The assessments will become a part of the student's permanent record and will remain on file until such time as it is determined that the child is reading at the appropriate grade level.

The Reading Sufficiency Personal Educational Plan Committee will be comprised of the regular classroom teacher for each child, the administrator, a reading specialist, the child's parent or guardian, and sometimes the special education teacher. The committee will meet a minimum of twice each year. The first meeting will be held by October 1, or as soon as multiple on-going assessments determine the need for a personal reading plan. Students who enter during the school year who have a plan, or need a personal reading plan will have a plan developed by the committee as soon as possible after identification is made. Students continuing attendance in the school from the previous year will follow the plan developed during the previous year until the committee meets to revise the plan, which should be no later than October 1.

The first committee meeting will include:

- A review of the multiple on-going assessments used to determine instructional reading levels;
- A determination of a specialized program of instruction for the student;
- A determination of the instructional focus to be addressed during the specialized program of instruction;
- A determination of the professionals who will be responsible for facilitating the specialized program of instruction;
- Completion of the Reading Sufficiency Personal Educational Plan form to document the decisions made during the committee meeting;
- Signing of the plan form by all committee members

The second committee meeting will be held at the conclusion of the specialized program of instruction, or at the **conclusion of the school year**. The second meeting will include:

- A review of the assessments used during the specialized program of instruction and at the conclusion of the program to determine the current instructional level of the student;
- Recommendations concerning whether the specialized program of instruction should continue or cease;
- Completion of the Reading Sufficiency Personal Educational Plan form to document the decisions made during the meeting;
- Signing of the form by all committee members;

- For any third grade student not reading at that grade level as determined by multiple assessments, a new plan shall be developed which shall include specialized tutoring and recommendations for grade placement.

Third grade students who are not reading on grade level at the end of the third grade will continue to receive specialized services. They may also be referred for further educational testing to identify specific learning disabilities if any are suspected. If a child has not been previously retained, this option will be discussed with the parent; however, retention will be determined based upon attendance and effort, as well as lack of achievement. It will always be considered a last resort after extraordinary measures have been taken to assist the child in reaching his/her reading goals.

Students who are determined to be reading below grade level after third grade will continue to receive direct instruction from the classroom teacher in areas of deficiency. Specialized tutoring and assistance through the Title I program will be available after school, and students will utilize the Compass computer learning lab program to continue incremental development of reading skills. Screening for Scotopic Sensitivity Syndrome, or Irlen Syndrome, will be a part of the assessment for students after third grade.

PROFESSIONAL DEVELOPMENT:

Teachers will be offered opportunities to attend workshops and conferences to enhance their proficiencies in reading instruction. Staff development funds will provide registration fees and reimbursement for expenses for conference attendance. Title I and Title II funds may also be used for training expenses. Tuition credit is available for teachers who wish to attend university classes. Two key teachers are currently working toward masters' degrees as reading specialists.

Teachers will be encouraged to attend such training opportunities as "Literacy First" workshops, "Pathways to Literacy" conferences, and state and national reading conferences. Teachers will be expected to develop balanced reading programs that address multiple learning styles, and create interest and enthusiasm for reading as a lifetime activity. Professional development activities to enhance the teaching of reading for all teachers will also be offered through local in-service training.

READING SUFFICIENCY FUNDS:

Formal and informal reading assessment materials will be required, and assistance may be necessary for scoring formal assessments, either by hand or by electronic means. Reading sufficiency funds will be spent to provide necessary materials and services. It is the plan of school district personnel to provide as much direct instruction for the student as possible. Tutors will be provided as funds allow, or funds will be used to employ teacher assistants for primary grade classes if sufficient funds are generated.

ANNUAL UPDATE:

The Reading sufficiency Plan will become a part of the Comprehensive Local Education Plan that will be reviewed and updated annually in the spring.

ATTACHMENT C

Letter of Agency

KELLOGG & SOVEREIGN® CONSULTING, LLC
LETTER OF AGENCY
E-Rate Funding Year 2006, 2007, 2008, 2009

NOON

I authorize Jane Kellogg, Don Kellogg, Debi Sovereign, Tacy Olivo, and/or Mel Van Patten, representatives of Kellogg & Sovereign® Consulting, LLC to submit the E-rate Forms 470, 471, 486, 500, 472 (BEAR form), and other forms requested by the Schools and Libraries Division of the USAC on behalf of our school system. We also authorize the aforementioned representatives to act as our agents in soliciting, receiving, and preparing comparisons of proposals from service providers.

Name of Applicant (School/Library): PICKETT-CENTER SCHOOL DIST. 20 (BEN 140337)

As such, they are authorized to conduct the following on our behalf to:

- Prepare and submit all paperwork requested by the Schools and Libraries Division of the USAC (SLD)
- Act as our agent in working with representatives of the FCC, USAC, and or/SLD to provide information as requested during application review, selective reviews, site visits, audits and any other activity associated with review of our applications
- Prepare Requests for Proposal (RFPs) to be posted to the Kellogg & Sovereign® Consulting, LLC website and distributed to appropriate vendors
- Provide information to vendors as needed to clarify information in RFPs
- Receive bids for requested services from vendors
- Notify vendors of their selection to provide services once the authorized school contact has analyzed comparisons of bids submitted to us through Kellogg & Sovereign® Consulting, LLC and we have notified Kellogg & Sovereign® Consulting, LLC of our selections.
- Complete contracts as specifically directed by the authorized school contact person for eligible E-Rate services

I also understand that in submitting these forms on our behalf, representatives of Kellogg & Sovereign® Consulting are making certifications for our school and/or library system. By signing this letter of agency, I make the following certifications as required by the Schools and Libraries Division:

1. I certify that the school(s) I represent are eligible for support because they are schools under the statutory definitions of elementary and secondary schools found in the No Child Left Behind Act of 2001, 20 U.S.C. Secs 7801(18) and (38), that do not operate as for-profit businesses and do not have endowments exceeding \$50 million.
2. I certify that the entities I represent will secure access separately or through this program, to all of the resources including computers, training, software, internal connections, maintenance, and electrical capacity, necessary to use the services purchased effectively. I recognize that some of the aforementioned resources are not eligible for support. I certify that the entities I represent will secure access to all of the resources to pay the discounted charges for eligible services from funds to which access will be secured in the applicable funding year(s). I certify that the Billed Entity will pay the non-discount portion of the cost of the goods and services to the service provider(s).
3. I certify that all of the individual school(s) I represent are covered by technology plans that are written, that cover all 12 months of the applicable funding year(s), and that have been or will be approved by an SLD-certified technology plan approver prior to the commencement of service.

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4. I authorize Kellogg & Sovereign® Consulting, LLC to post my Form 470 and (if applicable) make my RFP available for at least 28 days before considering all bids received and selecting a service provider. I certify that all bids submitted will be carefully considered and the most cost-effective service offering will be selected, with price being the primary factor considered, and will be the most cost-effective means of meeting educational needs and technology plan goals.
5. I certify that I will review all applicable FCC, state, and local procurement/competitive bidding requirements and that the entity or entities I represent will comply with them.
6. I certify that the services the applicant purchases at discounts provided by 47 U.S.C. Sec. 254 will be used solely for educational purposes and will not be sold, resold or transferred in consideration for money or any other thing of value, except as permitted by the Commission's rules at 47 C.F.R. Sec. 54.500(k). Additionally, I certify that the entity or entities listed will not receive anything of value or a promise of anything of value, other than services and equipment sought by means of applications submitted with the Schools & Libraries Division, from the service provider, or any representative or agent thereof or any consultant in connection with the request for services.
7. I certify that I and the entity(ies) I represent will comply with all program rules and I acknowledge that failure to do so may result in denial of discount funding and/or cancellation of funding commitments. There will be signed contracts covering all of the services listed on the Form 471 except for those services provided under non-contracted tariffed or month-to-month arrangements. I acknowledge that failure to comply with program rules could result in civil or criminal prosecution by the appropriate law enforcement authorities.
8. I acknowledge that the discount level used for shared services is conditional, for future years, upon ensuring that the most disadvantaged schools and libraries that are treated as sharing in the service, receive an appropriate share of benefits from those services.
9. I certify that I will retain required documents for a period of at least five years after the last day of service delivered. I certify that I will retain all documents necessary to demonstrate compliance with the statute and Commission rules regarding the application for, receipt of, and delivery of services receiving schools and libraries discounts, and that if audited, I will make such records available to the Administrator. I acknowledge that I may be audited pursuant to participation in the schools and libraries program.
10. I certify that I am authorized to order telecommunications and other supported services for the eligible entity(ies) I represent. I certify that I am authorized to sign this Letter of Agency and all information to be provided to Kellogg & Sovereign® Consulting, LLC for the E-Rate submission will be true and correct to the best of my knowledge, that the entities that are receiving discounts pursuant to the associated applications have complied with the terms, conditions, and purposes of this program, that no kickbacks were or will be paid to anyone and that false statements on universal service applications can be punished by fine or forfeiture under the Communications Act, 47 U.S.C. Secs. 502, 503(b), or fine or imprisonment under Title 18 of the United States Code, 18 U.S.C. Sec. 1001 and civil violations of the False Claims Act.